

**Part B State Annual Performance Report (APR) for 2006****Overview of the Annual Performance Report Development:**

The Rhode Island Department of Education (RIDE) first compiled and analyzed data for the development of the Annual Performance Report/State Performance Plan (SPP) utilizing the expertise of internal personnel. A draft along with the data was reviewed with the Rhode Island Special Education Advisory Committee (RISEAC). RISEAC advises the Commissioner and Board of Regents for Elementary and Secondary Education on matters concerning: (a) the unmet educational needs of children with disabilities; (b) comments publicly on any rules or regulations proposed by the State regarding the education of children with disabilities; (c) advises the Rhode Island Department of Education in developing evaluations and reporting on data to the Secretary under section 618 of the IDEA; (d) advises the RIDE in developing corrective action plans to address findings identified in Federal Monitoring Reports under Part B of the IDEA; and (e) advises the RIDE in developing and implementing policies relating to the coordination of services for children with disabilities. Membership of the committee is composed of individuals involved in or concerned with the education of children with disabilities. Parents of children with disabilities birth through 26 maintain the majority of the Committee Membership. The Membership also includes individuals with disabilities, teachers, representatives of institutions of higher education, private schools, charter schools, state and local education officials, administrators of programs for children with disabilities foster care and homelessness, vocational, community or business organizations, juvenile and adult corrections and State Child Serving Agencies. The SEAC reviewed the draft and provided suggestions and input. These were incorporated into the final copy of this document.

**Monitoring Priority: Effective General Supervision Part B / General Supervision**

**Indicator #15 –:** General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.(20 U.S.C. 1416 (a)(3)(B))

**Measurement: Percent of noncompliance related to monitoring priority areas and indicators corrected within one year of identification:**

- a. # of findings of noncompliance
- b. # of corrections completed as soon as possible but in no case later than one year from identification.

Percent = b divided by a times 100.

For any noncompliance not corrected within one year of identification, describe what actions, including technical assistance and/or enforcement that the State has taken.

FFY	Measurable and Rigorous Target
<b>2007</b> (2007-2008)	Targets set by the Secretary at 100%

<b>2008</b> (2008-2009)	Targets set by the Secretary at 100%
<b>2009</b> (2009-2010)	Targets set by the Secretary at 100%
<b>2010</b> (2010-2011)	Targets set by the Secretary at 100%

**Actual Target Data for** (7/01/07-6/30/08)

Rhode Island's Collaborative System of Focused Monitoring: School Support System (SSS) incorporates a variety of instruments and procedures that are utilized to ensure compliance with state and federal laws and regulations. How districts are selected for monitoring is described in this paragraph. The process is an ongoing focused cycle for LEAs and requires LEA self-assessment, data analysis, interviews, surveys and on-site visits. Districts are on a continuous cyclical basis. Cyclical is defined by Webster's New International Dictionary (2<sup>nd</sup> edition) as "... of or pertaining to a cycle or circle: moving in cycles". This description dovetails with our belief that monitoring is not one isolated event but rather a continuous circle of focused data review, reflection, improvement activity development, implementation and then evaluation/data review again. *To this end all districts (LEAs) in Rhode Island are always involved in aspects of the focused monitoring process—no one or even several districts are "chosen" and the rest left alone.* Again, all districts are always involved in various aspects of monitoring. The on-site review typically occurs every five years although if the data indicate a need for a on-site review sooner (we have and will continue to do that as needed). Due to the continuous nature and focus on data driven improvement planning districts are always asked to reflect on the data and appropriate targeted improvement activities which keep RIDE informed of their progress and direction. The ongoing process is framed upon a self-assessment system that requires data collection analysis and continuous improvement planning. These multiple sources of information are used to develop a corrective action/support plan that is directed at increasing student performance and is founded on proven practice. Each LEA in Rhode Island is assigned a district liaison from the Office for Diverse Learners who works in tangent with the Quality Assurance Administrator to monitor district compliance with ongoing data review and corrective action planning. Moreover, the Rhode Island Department of Education (RIDE), Office for Diverse Learners seeks to create collegial and collaborative relationships with the school district, thereby involving the entire district in evaluating the quality of special education services. As a result, the process delineates the district's strengths and needs, culminating in the development of a plan to improve service delivery. Our goal is to implement agreements in a timely and systematic way to get corrective actions instituted in order to assure continuous high performance of all children. Further, the School Support System addresses the Comprehensive Education Strategy and the R.I. Student Investment Initiative. These are state general education initiatives designed to close gaps in student performance and prepare students for the 21<sup>st</sup> century. The School Support System is designed to align with current standards-based reform efforts and supports the following beliefs and assumptions:

- an assigned category or level of disability does not define the educational needs of students
- to the maximum extent possible, students with special needs are meaningfully included in the general education program
- the curricula are based on standards that are sufficiently broad to support the learning needs of all students and include academic and skill areas
- Individual Education Programs reflect state and local standards for student performance, incorporate varied assessments, and utilize a broad array of accommodations for teaching and learning

- a comprehensive system of professional training must support and encourage the involvement of all personnel in addressing the learning needs of students with the full range of abilities and disabilities

The Rhode Island Department of Education, Office for Diverse Learners and the district/local educational agency engage in ongoing data analysis and review that provides a picture of the present status of programs and services for students with disabilities. The School Support System (SSS) not only looks at the LEAs degree of compliance with special education laws and regulations, but also the relationships among the district/educational setting's teaching and learning practices and the performance indicators for students with disabilities. The process includes a review of qualitative and quantitative data sources that have the most direct relationship with student performance and program effectiveness. This data review always includes a review of the LEAs federal funding application which in Rhode Island, is referred to as the Consolidated Resource Plan or CRP as well as a review of the LEA's State Performance Plan/Annual Performance Plan data and any improvement plans that are related to SPP/APR indicators. The SSS procedures, instruments, cyclical monitoring schedule, and final reports are available online at [www.ritap.org](http://www.ritap.org). Through the SSS self-assessment process qualitative and quantitative data sources that have the most direct relationship with student performance and program effectiveness are analyzed. These include:

- collecting and reviewing a range of performance measures (e.g., data from the Rhode Island Department of Education's Information Works and Rhode Island's School Accountability for Learning and Teaching (SALT) Survey, graduation and drop-out rates of special education students, suspensions, expulsions, State Performance Plan/Annual Performance Report data, etc.)
- reviewing a sample of students' special education records
- surveying administrators, special educators, general educators, parents, and related personnel
- observing special education students randomly selected for the SSS visit
- engaging in on-site discussions/interviews with students randomly selected for the SSS visit
- interviewing special and general education personnel, and parents

During 2007-2008 there were four overlying focus areas and 32 indicators for program review. Six districts two charter schools and one state operated school received on-site reviews monitored for a total of nine LEAs. The LEAs that did not receive an on-site review had progress monitoring done via their respective RIDE appointed district liaison. This progress monitoring included data review/analysis including an annual review of the Consolidated Resource Plan (federal funding application), district self-reflection and corrective action review and refinement. *To this end all districts (LEAs) in Rhode Island are always involved in aspects of the focused monitoring process—no one or even several districts are "chosen" and the rest left alone.* The priority areas for monitoring as detailed in Section 616 of IDEA, 2004 are an integral part of the School Support System (SSS) process and are reflected indicators that are monitored. IDEA, 2004 saw resolution sessions become part of the due process system information. These elements: complaints, mediations, hearings, and resolution sessions are reviewed and integrated into the SSS process. This has always been an integral part of the SSS process. Indicator areas are rated either Performance or Compliance. Performance is equated with overall practice being legally compliant, concerns limited to a few isolated situations: data sources agree; data equal to state average or expected comparative data. Compliance is equated with a violation of a legal requirement occurring, data sources agree and indicate a compliance violation, policies and procedures are not implemented correctly throughout the LEA.

LEAs must address non-compliance concerns immediately so that no indicator is noncompliant. Performance areas under the guidance of the Rhode Island Department of Education, Office for Diverse Learners are also reflected via the continuous improvement support planning process strategies for

growth as related to best practices and improving outcomes for students. The SSS Team and the district jointly develop the Support Plan (corrective action/improvement plan). Furthermore, the Support Plan details technical assistance and training needed to enable the schools and district to strengthen selected educational programs and correct essential areas. Resources are identified and made available to the district to assist in carrying out their support plans. The School Support System continuous improvement planning will include action plans, specific resources, staff responsibilities, timelines for completion, and mechanisms for verification. It is critical that these plans focus on continuous improvement in delivery systems and curricula that lead to higher achievement for students with disabilities. Approximately nine months from the date that Rhode Island Department of Education (RIDE) accepts the monitoring support plan, verification documentation is submitted to RIDE for review. One year from the date of the monitoring support plan was accepted by RIDE a closure /verification letter is issued to the LEA based on RIDE's verification of the LEA's successful completion of the support plan. School Support System monitoring reports, complaints mediation and due process hearing information is available on the Rhode Island Technical Assistance Project website at [www.ritap.org](http://www.ritap.org). As reported in the data from 2006-2007 submission there were still ten (10) findings that were in the process of being corrected from district's monitored in spring 2007, hence, there were to be corrected no later than June 2008. Update: The ten (ten) findings cited were corrected no later than June 2008 and were within their one year timeline.

Data from this FFY: 2007-2008 is as follows:

Percent of noncompliance related to monitoring priority areas and indicators corrected within one year of identification: 100% within the one year timeline of identification\*

- a. 121 findings of noncompliance were made related to monitoring activities as described in the preceding paragraphs. Of the 121 findings 40 were attributed to complaint findings of noncompliance. There were no (0) hearing findings of noncompliance. Twenty-five (25) findings were attributed to specific SPP indicator related issues (three findings were related to Indicator #4 five findings were related to Indicator #12, seven findings were related to Indicator #9, and ten findings were related to Indicator #10).
- b. 99\* corrections were completed as soon as possible but in no case later than one year from identification.

\*There are 22 findings are in the process of being corrected. There are ten (10) findings related to specific APR Indicators that have not been corrected within one year. The break down is as follows: one finding for Indicator #4, four findings for Indicator #9 and five findings for Indicator #10. Full correction of all 10 findings is anticipated by June 2009. The remaining 12 findings are from district's monitored in spring 2008 hence, there are still within their one year timeline for correction and will be corrected within a one year timeline.

The percentage is b divided by a x 100 which equals 82%.

The target is 100% but as stated above there are 12 findings are in the process of being corrected from spring 2008 monitoring activities so those districts have until spring 2009 (specifically no later than June 2009) to finish their corrections within the one year timeline. We also anticipate that the 10 findings for Indicators #4, #9 and #10 will be corrected no later than June 2009; hence the anticipated correction of noncompliance will then be 100%.

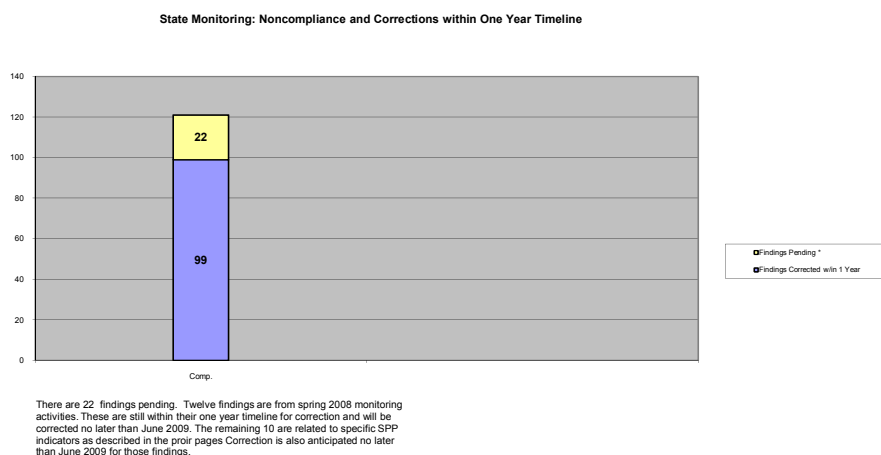


Table 1 (above) noncompliance and correction within a one year timeline. The review referenced is for 2007-2008. In summary, the School Support System is a comprehensive and collaborative system of focused monitoring that not only looks at the school district's degree of compliance with special education laws and regulations, but also the relationships among the district's teaching and learning practices and the performance indicators for students with disabilities. Hence, the system analyzes the districts' compliance with the Individuals with Disabilities Education Act and the states Regents Regulations and how the district practices related to critical performance indicators for students with disabilities. We believe the data continue to support this assessment.

*Topical areas for noncompliance are as follows:*

Transition

Suspension/Expulsion Rates (Indicator #4)

Disproportionality (Indicators #9 and #10)

Please refer to the discussion of improvement activities in this indicator for additional information. In addition, continued detailed improvement activities are outlined under the above indicator's respective discussion /overview areas. The Correction of Noncompliance Worksheet is also enclosed in this APR submission.

For any noncompliance not corrected within one year of identification, describe what actions, including technical assistance and/or enforcement that the State has taken.

N/a at this time for this indicator with regard to the School Support System (SSS) process. For specific indicator findings of noncompliance that are not yet corrected (Indicators #4, #9 and #10) please refer to both the review referenced in the following paragraphs and the individual respective indicators for discussion of noncompliance not corrected within one year of identification.

#### **Rates of Suspension and Expulsion (from Indicator 4)**

The three LEAs with significant discrepancies for rates of suspensions were required to report plans for reducing the rate of suspension of children with disabilities in their consolidated resource plans submitted June 1, 2008. These district reports included revisions in policies, procedures, and practices as part of

correction of non-compliance. For two districts, correction of non-compliance was verified during School Support Focused Monitoring visits. For the third district, revisions of policies, procedures, and practices were monitored and continue to be monitored by the RI Commissioner of Education and the Director of the Office for Diverse Learners through the district Corrective Action Plan and District Negotiated Agreement. In addition, this district has begun to participate in the statewide Positive Behavior Intervention and Support Project (PBIS) district-wide. This data was verified and publicly available in the Dec. 2007 (FFY 2007).

Review and revision of SEA policies, procedures, and practices has included the following activities:

- Review and revision of state regulations for the education of English language learners completed August 2008
- Review and revision of the state basic education plan including Chapter 14. Supports to Students (e.g., response to intervention); work initiated late fall 2008 and ongoing
- Development and finalization of state criteria for identifying students with learning disabilities; work initiated summer 2008 and ongoing with anticipated finalization for spring/summer 2009

Improvement Activities Completed FY2007 The two LEAs with significant discrepancies for rates of suspensions are required to report plans for reducing the rate of suspension of children with disabilities in their consolidated resource plans to be submitted June 1, 2009. One district is outstanding from FFY06 and is currently participating in technical assistance from RIDE in collaboration with the Sherlock Center on Disabilities PBIS project. RIDE expects that the June 2009 submission of the Consolidated Resource Plan/Acegrants will demonstrate correction of noncompliance for this LEA. The second district had not been discrepant in this area in the FFY06 reporting. This district will receive additional technical assistance from RIDE this spring. This data was verified and publicly available in the Dec. 2008 (FFY 2008).

### **Disproportionality (from Indicator 9)**

#### ***Disproportionate Representation:***

Correction of noncompliance FFY 2007 - LEAs with disproportionate representation due to inappropriate identification practices were required to report plans for correction of noncompliance through revision of policies, procedures, and practices in their consolidated resource plans submitted June 1, 2008. Further verification of correction of non-compliance occurred via record reviews, onsite visits, monitoring of district negotiated agreements and corrective action plans by RIDE. LEAs received targeted technical assistance from RIDE in collaboration with the New England Equity Assistance Center and the Northern RI Educational Collaborative. Topics included culturally responsive educational practices, distinguishing cultural and linguistic difference from disability, and response to intervention initiatives for serving all students with responsive systems of supports and interventions. RIDE has requested additional technical assistance from the New England Equity Assistance Center to provide further targeted technical assistance to the remaining LEAs with disproportionate representation due to inappropriate identification practices. RIDE is also pursuing the development of the district self-assessment tool as a web-based application to facilitate the timely determination of non-compliance and verification of correction. Currently, all LEAs are required to submit the self-assessment and corresponding evidence checklist as a Word document in the Consolidated Resource Plan/Acegrants submission each June. District responses on the self-assessment and evidence checklist drive targeted intervention provided by RIDE in conjunction with other TA providers.

Review and revision of SEA policies, procedures, and practices has included the following activities:

- Review and revision of state regulations for the education of English language learners completed August 2008
- Review and revision of the state basic education plan including Chapter 14. Supports to Students (e.g., response to intervention); work initiated late fall 2008 and ongoing

- Development and finalization of state criteria for identifying students with learning disabilities; work initiated summer 2008 and ongoing with anticipated finalization for spring/summer 2009

Correction of noncompliance FFY 2006 Verification of correction of non-compliance occurred via record reviews, onsite visits, monitoring of district negotiated agreements and corrective action plans by RIDE. Plans for correction of noncompliance through revision of policies, procedures, and practices were submitted by LEAs June 1, 2007 in their consolidated resource plans. LEAs received targeted technical assistance from RIDE in collaboration with New England Regional Resource Center, the New England Equity Assistance Center, and the Northern RI Educational Collaborative. Through this process 3 of the 7 LEAs demonstrated correction of noncompliance by revising policies, procedures, and practices in their LEAs.

**Disproportionality (from Indicator 10)**

LEAs received targeted technical assistance from RIDE in collaboration with the New England Equity Assistance Center and the Northern RI Educational Collaborative. Topics included culturally responsive educational practices, distinguishing cultural and linguistic difference from disability, and response to intervention initiatives for serving all students with responsive systems of supports and interventions. RIDE has requested additional technical assistance from the New England Equity Assistance Center to provide further targeted technical assistance to the remaining LEAs with disproportionate representation due to inappropriate identification practices. RIDE is also pursuing the development of the district self-assessment tool as a web-based application to facilitate the timely determination of non-compliance and verification of correction. Currently, all LEAs are required to submit the self-assessment and corresponding evidence checklist as a Word document in the Consolidated Resource Plan/Acelegants submission each June. District responses on the self-assessment and evidence checklist drive targeted intervention provided by RIDE in conjunction with other TA providers.

Review and revision of SEA policies, procedures, and practices has included the following activities:

- Review and revision of state regulations for the education of English language learners completed August 2008
- Review and revision of the state basic education plan including Chapter 14 Supports to Students (e.g., response to intervention, etc.); work initiated late fall 2008 and ongoing
- Development and finalization of state criteria for identifying students with learning disabilities; work initiated summer 2008 and ongoing with anticipated finalization for spring/summer 2009

Verification of correction of non-compliance occurred via record reviews, onsite visits, monitoring of district negotiated agreements and corrective action plans by RIDE. Plans for correction of noncompliance through revision of policies, procedures, and practices were submitted by LEAs June 1, 2007 in their consolidated resource plans. LEAs received targeted technical assistance from RIDE in collaboration with New England Regional Resource Center, the New England Equity Assistance Center, and the Northern RI Educational Collaborative. Additionally, three LEAs engaged in the RI response to intervention technical assistance initiative for serving all students with responsive systems of supports and interventions. Through this process 5 of the 10 LEAs demonstrated correction of noncompliance by revising policies, procedures, and practices in their LEAs.

Three of the five LEAs still identified as having inappropriate identification practices have made progress in correcting areas that contribute to non-compliance despite frequent turnovers in district leadership including superintendent, special education directors, and building principals. While new policies and procedures are in place in those three LEAs, practices are seeing change at a slower rate. The remaining two LEAs have not yet completed revisions of policies and procedures related to appropriate identification of students with Emotional Disturbance and Other Health Impairments; however, one of those LEAs has instituted a significant instructional practice change that contributes to the correction of noncompliance. Both LEAs will receive additional targeted technical assistance this spring to support

completion of required revisions and demonstration of correction of noncompliance in time for the June 1, 2009 Consolidated Resource Plan/Acelegrants submission.

***Significant Disproportionality:***

LEAs with significant disproportionality were required to review and, if appropriate, revise policies, procedures, and practices in their consolidated resource plans submitted June *each year* and publically report on any such revisions. RIDE has provided a district self-assessment tool to assist LEAs with this review. In addition, LEAs were required to support Coordinated Early Intervening Services (CEIS) with 15% of their IDEA funds and report on their proposed activities in the consolidated resource plans submitted June 1, 2008. LEAs will report on the number of students receiving CEIS who are subsequently referred to and found eligible for special education and related services through a new data collection procedure in June 2009. LEAs received targeted technical assistance from RIDE in cooperation with the Northern RI Educational Collaborative on CEIS.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for (7/1/07-6/30/08):**

The Rhode Island Department of Education through its Rhode Island Technical Assistance Project provides training and technical assistance in IEP development that assists in establishing the connection between improved student results and procedural compliance with issues such as general education teacher participation, quality present levels of performance statements, measurable goals, progress monitoring and consideration of students; strengths and challenges. Not only are these procedural issues, these are relevant components of effective teaching. In addition, the Supporting All Students (SAS) capacity building initiative addresses differentiated instruction and universal design for learning to further service delivery in the least restrictive environment. Supporting All Students assists teachers, school-based administrators, special education directors and others to effectively use these philosophies to inform their education practices and service delivery continuums.

Systemic issues are identified through the analysis of all data. As we examine our data, the specificity of our information increases and thus our abilities to effectively use the data to inform and refine our process, procedures and instruments. This specificity across procedures highlights systemic issues to be addressed such as least restrictive environment; increasing inclusive educational practices, differentiated instruction/universal design for learning, and IEP development. The RI Department of Education, Office for Diverse Learners in conjunction with the RI Technical Assistance Project and the Supporting all Students initiative will target and provide technical assistance through a myriad of professional development and technical assistance opportunities to address systemic needs as identified through the School Support System process. This multi-faceted continuum array assists in maintaining progress. These improvement initiatives/activities include:

- The IEP Network is designed to assist families, students and school personnel in developing individualized programs for students with disabilities that meet the same high standards established for all students. This initiative strives to increase access to the general curriculum for students with disabilities, to ensure the participation of students with disabilities in accountability and assessment efforts, and to provide technical assistance on IEP development. The IEP Network's long-range goal is to have at least one teacher and one parent in every school building in the state as a resource network member. Ongoing state-wide training in the new IEP template has occurred throughout the FFY 2007 and continues into FFY 2008.

- Legal Affairs provides technical assistance to state and local education departments, parents, and interest groups on regulatory requirements of special education: coordinates a system of due process including complaints, mediation and due process hearings; and publishes informational documents.

- The Response to Intervention Initiative /Supporting All Students (SAS) initiative builds capacity within schools and districts to differentiate instruction for all students, by preparing educators to provide professional development, demonstrate strategies, coach and otherwise support their colleagues. The initiative increases educators' understanding of differentiated instruction and how to



## APR Template – Part B (4)

Rhode Island  
State

implement differentiated instruction strategies in schools and classrooms to meet the needs of and improve results for students K-12.

In the 2006 submission Rhode Island was initially at 85% with ten findings from spring 2007 monitoring activities to be completed no later than May 2008. This was accomplished. This year Rhode Island is at 82% with 12 findings from spring 2008 monitoring activities to be completed no later than June 2009. There is a slight initial slippage of 3%. This is attributed to the ten (10) findings related to specific indicators that have not been corrected within one year. There is one finding for Indicator #4, 4 findings for indicator #9 and 5 findings for indicator #10. Full correction of all 10 findings is anticipated by June 2009. Additional information regarding the improvement activities for these indicators is delineated in the following pages of this indicator as well as the respective individual indicators.

In continued collaboration with stakeholders, activities, timelines, and resources will be identified to improve state performance on this indicator and to reach the levels of performance for delineated targets. There are ongoing continuous improvement activities that the State utilizes to support districts in their improvement efforts. Improvement activities related to this indicator measurement are reflected in the chart below.

Improvement Activities	Timelines	Resources
Continue to support districts in their continuous improvement efforts through corrective action/support planning, guidance documents; procedures and policies; SSS self-assessments and analysis of data from formal complaints, mediations, and due process hearings. These are ongoing endeavors designed to provide LEAs with improvement guidance/tools and accountability verification mechanisms.	July 2007 and onward	Monitoring procedures and schedules  Monitoring reports  Dispute resolution databases  State Improvement Plan/State Improvement Plan Liaison  LEA Support Plans  Complaint Investigations  Rhode Island Technical Assistance Projects  Rhode Island Technical Assistance Project, Legal Analyst  Office for Diverse Learners, District Liaisons  Office for Diverse Learners, School Support System personnel
Continue to provide targeted assistance to LEAs through guidance documents, Supporting All Students initiatives, part B discretionary	July 2007 and onward	Office for Diverse Learners, District Liaisons  Rhode Island Technical Assistance Project programs and resources

## APR Template – Part B (4)

Rhode Island  
State

<p>funds targeting improvement strategies through corrective action/support planning, and technical assistance sources including ; IEP development through a variety of sources such as the IEP Network, Legal Affairs and other technical assistance supports such as the Supporting All Students (SAS) initiative, Autism Spectrum Disorders Support Center, Children's Behavioral Health Initiative, RI Regional Transition Centers, the Positive Behavior Intervention and Support Project (PBIS) and the Traumatic Brain Injury Resource Center. These are ongoing endeavors designed to provide LEAs with improvement guidance/tools and accountability verification mechanisms that inform corrective actions/support planning.</p> <p>The Rhode Island State Improvement Grant (RISIG) has enabled Rhode Island College hired a fulltime faculty member to foster greater collaboration between higher education special and general education departments and to produce long-term program and curriculum changes in higher education (RISIG).</p> <p>RIDE/Rhode Island College/University of Massachusetts has an established partnership to prepare Teachers of the Visually Impaired (TVIs) and Orientation and Mobility Specialists.</p>		<p>IEP Network</p> <p>Supporting All Students (SAS) initiative/response to intervention initiative (Rtl)</p> <p>Part B Discretionary funds targeting improvement strategies through support planning,</p> <p>Rhode Island State Improvement Grant (RISIG) work with IHEs</p> <p>RI Regional Transition Centers</p> <p>Positive Behavior Intervention and Support Project (PBIS)</p>
<p>Continue to develop, refine and maintain database and performance of system for the identification and correction of IDEA noncompliance. This is an ongoing endeavor designed to provide an accountability</p>	<p>July 2007 and onward</p>	<p>Rhode Island Technical Assistance Project programs and resources</p> <p>IEP Network</p> <p>Supporting All Students (SAS) initiative/ Response to Intervention</p>

## APR Template – Part B (4)

Rhode Island  
State

verification mechanism that informs corrective actions/support planning		initiative (Rtl) Part B Discretionary funds targeting improvement strategies through support planning, Rhode Island State Improvement Grant (RISIG) work with IHEs Office for Diverse Learners , District Liaisons
RIDE, Office of Diverse Learners has funded a Response to Intervention (RTI) initiative to assist schools in effectively intervening and recording progress with students that are not meeting expectations. It is expected that pilot schools will serve as models for effective intervention. RIDE is forming a secondary RTI team and developing professional development for secondary level teachers and administrators and recruiting middle and high schools to serve as pilot sites.	July 2007 and onward	Office of Diverse Learners, District Liaisons RI Department of Education personnel Response to Intervention (RTI) /Supporting All Students (SAS) initiative Rhode Island Technical Assistance Project programs and resources

In alignment the above improvement activities the following activities are also occurring involving the topical areas of noncompliance.

### Transition

#### Interventions Targeted at Improving Student Outcomes

##### *-Rhode Island Transition Council*

The Rhode Island Transition Council was established by state law on July 11, 1994 to assist in the transition of students with special needs from school to adult life. Responsibilities of the Transition Council include:

- Develop and periodically revise a Cooperative Agreement among state departments;
- Oversee the implementation of the Cooperative Agreement;
- Issue guidelines and recommendations to state departments and agencies which will effectuate the Cooperative Agreement;
- Develop joint plans among state departments and school districts for providing transition services for students with special needs;
- Provide an annual report to the Governor, Children's Cabinet and the General Assembly on the status of transition services and recommendations for improving

opportunities for youth with special needs to make a successful transition from school to self-sufficient adult life.

The vision of the Transition Council is to create a partnership among state agencies, parents, students with special needs and local education agencies. This partnership will serve to enable students and young adults with special needs to successfully transition to adult life in their community.